

# Taking a Bite of the Core Standards



North Penn School District  
November 2013

Johnna L. Weller, Ed.D.  
[johnna\\_weller@discovery.com](mailto:johnna_weller@discovery.com)

# Welcome!



**Johnna L. Weller, Ed.D.**

**Director of Professional Development**

[johnna\\_weller@discovery.com](mailto:johnna_weller@discovery.com)

<http://de-npsd.wikispaces.com/>



# Today's "bite": A Closer Look at the Instructional Shifts

# Today's Learning Targets:



- © I CAN describe the instructional shifts of the PA Core Standards and strategies to address them.

A young girl with dark, curly hair is smiling and holding a small globe of the Earth. She is wearing a white shirt. The background is a clear blue sky with some light clouds. The globe is positioned in front of her, and she is looking directly at the camera.

# **Begin with the end in mind...**

## **What are the goals for student learning?**



## **A portrait of students who meet the standards:**

**They become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.**

**They establish a base of knowledge across a wide range of subject matter.**

**They adapt their communication in relation to audience, task, purpose, and discipline.**

**They are engaged and open-minded – but discerning – readers and listeners.**

**They use relevant evidence.**

**They use technology and media strategically and capably.**

**They come to understand other perspectives and cultures.**

A young girl with dark, curly hair is holding a small globe of the Earth. She is looking directly at the camera with a slight smile. The background is a clear blue sky with some light clouds. The globe is positioned in front of her, and her hands are visible supporting it from below.

**What does it mean for our instructional practices?**

**With a focus on college and career readiness, these instructional shifts are evident throughout the PA Core Standards:**

- **Balancing the reading of informational and literary texts** so that students can access nonfiction and authentic texts, as well as literature
- Focusing on **close and careful reading** of text so that students are learning from the text
- Building a staircase of **complexity** (each grade level requires a “step” of growth on the “staircase”) so that students graduate college or career ready.
- Supporting **writing from sources** (i.e., using evidence from text to inform or make an argument) so that students use evidence and respond to the ideas, events, facts, and arguments presented in the texts they read.
- Stressing an **academically focused vocabulary** so that students can access more complex texts.



**To address each shift...**

**What do students do?**

**What do teachers do?**

**What do administrators do?**



# Today's Learning Targets:



- © I CAN describe the instructional shifts of the PA Core Standards and strategies to address them.